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ABSTRACT

The developmental reading program at John Tyler Community College was designed to strengthen students' overall reading ability to the desired level for each curriculum. Length of the program varies from one quarter to a two-term course of study, depending on reading level. Included in this pamphlet is a basic outline of the course; discussed are enrollment procedures, passing criterion, "challenge day," re-enrollment procedures, physical diagnosis, instruction methods, program materials, program achievements, and goals. An experimental project to evaluate and improve the program reveals that during the first three years, students completing the individualized reading classes were found to have increased their reading level an average of two to three years after one quarter of instruction. (KS)

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DEVELOPMENTAL STUDIES READING PROGRAM

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John Tyler Community College

CS 002 744

READING PROGRAM

1975-76 Academic Year

Compiled

by

THE READING DEPARTMENT

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PURPOSE OF PROGRAM

The Developmental Reading Program at John Tyler Community College is designed to strengthen a student's overall reading ability to the desired level needed for each curriculum.

Generally, a student will complete the objectives of the English 08 Reading Improvement course in one quarter. However, if test scores indicate a reading level below that of junior high, a two-term course of study may be recommended. The student would enroll in a reading program to master basic phonics and word attack skills. Upon satisfactory completion of the course, the student would enroll in English 08 for further practice and drill of dealing skills.

ENROLLMENT PROCEDURES

Upon enrolling at John Tyler Community College, each student takes form C of the Nelson-Denny Reading Test.

In general, students whose total score on the Nelson-Denny Reading Test is less than the eleventh grade equivalency in reading, are expected to increase their reading ability to the desired readability level within each curriculum. The passing criterion for the different curriculums has been established based on a study of the college's textbooks.

PASSING CRITERION

Upon completion of the developmental reading course, each student must take another form of the Nelson-Denny Reading Test (A, B, D) to measure his overall rate of improvement. An eleventh grade equivalency in reading on the Nelson-Denny Posttest is necessary for satisfactory completion of the English 08 Reading Improvement course for most curriculums. The Drafting and Machinist certificate programs require a tenth grade level in reading while the Teacher-Aide, Child Care, and Welding programs require a ninth grade reading level.

Students may also successfully pass the course by achieving acceptable performance scores on a designated number of materials within the reading laboratory. The materials used will be commensurable with the desired Nelson-Denny scores for each curriculum.

CHALLENGE DAY

Students who feel they can successfully achieve the desired criterion for their curriculums before the end of the course may take their final examination during the eighth week.

Students who do not attain the desired scores for their curriculums on challenge day will be retested at the end of the course -- <u>if they are within the the standard error of measurement</u> on the Nelson-Denny Reading Test.

Studerts who do not attain the desired scores for their curriculums on either the challenge day exam or the final exam will not be retested the first week of class in their re-enrollment in English 08.

Those students not attaining the desired scores for their curriculums and not scoring within the standard error of measurement will not be retested until the eighth week of the following quarter.

ENGLISH 08 RE-ENROLLMENT PROCEDURES

If a student fails to score the desired total on the Nelson-Denny Post-test or commensurable laboratory materials, he may re-enroll in the Developmental Reading Program. With the approval of the reading instructor, he may take recommended upper level classes at the same time. The instructor's approval for the student to take these upper-level courses will be based on test scores, attendance (maximum 5 cuts), course projects, homework, and the student's progress during his first quarter of enrollment in English 08.

The student will not be given approval to enroll in upper-level courses where the readability level of the textbook exceeds his Nelson-Denny Posttest grade level by more than two years.

Those students taking the final exam and not attaining the desired scores for their curriculums but scoring within the standard error of measurement on the test will be allowed to retake another form on the Nelson-Denny Reading Test the first week of class in English 08 -- assuming class requirements were satisfactorily met during the previous quarter of enrollment in English 08.

Further enrollments in the developmental reading course are subject to review by the (1) instructor of the course, (2) Division Chairman, and (3) Academic Standards Committee of John Tyler Community College.

PHYSICAL DIAGNOSIS

Students are diagnosed for physical deficiencies during the first two weeks of the reading course. The Titmus Vision Tester screens students for possible visual deficiencies and the Audiometer screens students for possible hearing deficiencies. In case of physical deficiencies, students are advised to see a physican.

INSTRUCTION

The main thrust of instruction in the reading program is individualization, whereby each student develops his own specific skills at his own rate. The student concentrates on rate and comprehension during class periods on Monday, Wednesday and Friday. Specific reading skills are emphasized on Tuesday and Thursday.

The instructor is continually evaluating the students progress throughout the course. The reading laboratory contains a cross index file, easily accessible to anyone who wishes to locate the materials which can be used to remediate specific skills.

There are approximately 200 work sheets which help supplement the instruction offered in the program.

PROGRAM MATERIALS

I. Basic Laboratory Materials

A. Hardware

1. Audiometer
2. Tachistoscope
3. Tachomatic 500
4. Titmus Vision Tester

B. Software

1. Jamestown Publishers

a. Selections From the Black
b. Topics for the Restless
c. Voices from the Bottom
   1. A Skill At A Time
   2. Skill booklets
   3. Timed Readings

2. Psychotechnics Program (Purdue - ORA)
3. Science Research Associates Laboratory IVa

a. R.F.U. General Edition

4. Wadsworth Publishing Company

C. Student Workbooks (Instructor's Preference)

1. Comprehension

a. Effective Reading For Adults
b. Reading Drills
c. Reading Power

2. Vocabulary Building (Instructor's Preference)

a. How To Develop A College Level Vocabulary
b. Word Power

D. Tests

1. Nelson-Denny Reading Tests: A, B, C & D
2. Nelson Reading Tests: A & B

II. Additional Laboratory Materials
  A. Hardware
    1. Accelerators
    2. Calculator
    3. Cassette Recorders
    4. Controlled Reader
    5. Controlled Reader Jr.
    6. Flash-X Tachistoscope
    7. Headphones
    8. Jack Box
    9. Model 510 Silent Super 8 Instant Movie Projector
    10. Perceptoscope
    11. Singer Mates
    12. T-Matic 150BB
  B. Software
    1. Baldridge Reading Instruction Materials - Kits
    2. Communicad's Bergen Evans Vocabulary & Wordcraft 1-2 Programs
    3. Educational Developmental Laboratories
      a. Films GH-LK; CR-GA; CR-HA; V789; V1011; V1213
      b. Listen and Read Program GHI-MN
      c. Word Clues Workbooks G-M
      d. Flash-X Sets X-27 - X-33; C-A - X-9; X-3
      e. Skimming and Scanning Texts and Workbooks
    4. Educational Materials Corporation (Cassettes & Workbooks 1-36)
    5. Field Educational Publications (Target Program)
    6. Learn Incorporated: Rapid Reading Through Comprehension
    7. Perceptual Developmental Laboratories Program
    8. Programs for Achievement in Reading - Kit
    9. Science Research Associations Laboratories - IIIa; IIIb; IIIa Spelling Word Power
    10. Self Instructional Reading Service (Study Skill Techniques -- Cassettes and Workbooks)

PROGRAM ACHIEVEMENTS

An experimental project to evaluate and improve our program was accomplished through a federal grant entitled Learning Resources for the Disadvantaged Student. Positive results were found using both an individualized approach and a generalized approach in teaching reading. During the first three years, students completing developmental reading classes at John Tyler Community College were found to have increased their reading level on the average of two to three years after one quarter of instruction.

The on-going and mass testing procedures were improved through revised video and audio presentations for administration of the Nelson-Denny Reading Test. A centralized filing system was developed for all pre and post tests in the reading program.

Two diagnostic devices, the Titmus Vision Tester and the Audiometer, were purchased to screen students for physical deficiencies.

A tape/slide presentation of the reading program was prepared and viewed at a regional conference in English, a community college developmental studies workshop, a national conference in reading, a state conference in reading, and a pre-organizational meeting of statewide developmental studies personnel. In addition to these conferences, numerous educators have also viewed the presentation. Booklets covering the operation of the reading program were prepared to supplement the tape/slide presentation.

Approximately 450 paperback books have been collected. They augment the reading program. Satellite centers have been set up in nearby areas which the community college serves.

A basic reading course is available for those in need of phonetic and word attack skills. Furthermore, the program has offered its services for the training of teacher aides in reading methodology as well as by offering a speed reading course to interested persons.

And, a project for preparing packets on numerous study skills and the operation of various hardware within the reading laboratory has been initiated.

PROGRAM GOALS

There will be a continuation in the compiling of study skill packets which are given, on request, to interested faculty.

Also planned for the program will be the offering of an open lab, whereby interested students would be able to use the reading lab at a specified time during the day (on a space available basis) and to work on additional strengthening of specific skills and/or enjoy free-reading in the newly furnished library corner.

SUMMARY

One of the key features of the Develcpmental Reading Program is its desire to remain flexible and responsive to the individual needs of the student and the various curricula which it serves. Students enrolled in our Developmental Reading Program range from part and full time students to those from industry, military, and pre-release centers. Continuous on-going efforts are being made to determine entering and exit reading levels by curricula for the students. This necessitates feedback from the curricula faculty with regard to the reading levels of their students and the textbooks being used in the courses.

With the addition of new materials and modern methods, the Developmental Reading Program at John Tyler Community College will continue to improve.